

Camping and Outdoor Experiences

IN THE SCHOOL PROGRAM

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FOREWORD

IN THE FIELD of camping and outdoor education it is essential that public schools be prepared to meet the needs and the demands of the next few years for this important service. Schools that are unprepared, unwilling, or unresponsive will wake up one morning to find that other agencies and organizations have appropriated this area of education which has almost unlimited possibilities for vitalizing the school curriculum. And, once again, instead of initiating a dynamic program, schools will take the position of onlookers.

The positive side of this picture is represented by those few schools which over a period of years have recognized the possibilities of camping and outdoor experience as an integral part of an educational program, or as a contributing part. If it is necessary to marshal evidence with regard to the importance of this program, school people, especially school administrators who should take leadership in developing camping and outdoor education, should note the recommendations of such groups as The National Resources Planning Board, The American Association of School Administrators, The Association for Supervision and Curriculum Development, and The American Association for Health, Physical Education, and Recreation. Each of these groups has set forth statements in reports or yearbooks advocating camping as a type of experience which should be made available to all youth of secondary school age, and to elementary school children with certain limitations as to age.

This bulletin is prepared for school superintendents, school board members, parents, teachers, supervisors, and all persons who should be concerned with a program of camping and outdoor experiences for school children. It is designed to give as many illustrations as are available of programs developed by individual school systems. Some of the suggestions offered show that beginnings can be made simply and without much expenditure of money. The important thing is genuine interest and understanding of the basic issues that need to be met in establishing camping and outdoor experience as a part of the total school program. Although illustrations have been drawn from the elementary school field, the bulletin should be suggestive for secondary schools as well.

The U. S. Office of Education is indebted to the many persons who generously shared accounts of their experiences with some aspect of camping and outdoor education. Their recommendations as individuals should help to give weight and importance to this movement which is in its infancy and which in the next 10 years should take giant strides ahead.

BESS GOODYKOONTZ,
Director, Elementary Education Division.

CAMPING AND OUTDOOR EXPERIENCES IN THE SCHOOL PROGRAM

By Way of Introduction

"OFF TO CAMP!" Lucky Sally who lives in the New England region is starting to a Girl Scout camp for the last month of her summer vacation. Swimming, hiking, nature lore, living with a group of girls her own age, singing around the campfire, getting long hours of sleep, learning to be self-sufficient out-of-doors, coming back tanned and fit for next school year—are all a part of the experience.

Bob is lucky, too. He lives in the Southwest and goes to a private camp in his own section of the country. He has a chance at horseback riding, at exploring some Indian caves, at making a "camp-out" with only the primitive tools, utensils, and foods that Indians would have had, at helping on a conservation project. He has paid, or rather his father has paid, for his camp experience.

Billy comes from a so-called underprivileged home. Through the generosity of a group or an individual, he has a chance to spend a week at a fresh-air camp not far from his home city. Because groups of children are coming and going every week, and because of the need to keep costs low, the camp experiences are not as varied as in private camps. Nevertheless, Billy has a chance to follow a nature trail, to help prepare a meal cooked out-of-doors, to do some wood carving, to help keep his cabin clean, and to have some swimming instruction. His type of experience is provided by service organizations in many communities.

Jane's parents want her to stay at home because their town has a wonderful day-camp plan whereby from 9:30 to 3:30 each day, Monday through Friday, their child enjoys outdoor experiences with other children of her own age. The only money outlay necessary is for transportation to and from the camp site and for lunch which the children prepare. Jane studies birds, flowers, and animals on the camp trail, helps to build a fireplace, participates in dramatics, and does her share in improving the camp site.

Tom, Ann, and Jack have the unusual experience of living in a county where every fifth- and sixth-grade boy and girl has an opportunity to spend 2 weeks of the year at camp, usually with their own teacher in addition to

the regular camp staff. Tom had the fall experience at camp; Anne made the trip when the snow was on the ground; and Jack thought his visit in spring the best of the year.

Margie has a teacher who believes that camping and outdoor experiences can be tied into the regular school year. At least once each month teacher and pupils plan for a trip to the out-of-doors, involving a "cook-out," and eventually an over-night camp-out. One of the purposes is to secure nature and science materials which can be used in the classroom. The planning, the carrying out of the trip, and the evaluation all involve the practice of democratic group living.

Fred, an only child, who lives during the school year in a city apartment, isn't going to a real camp, in the accepted sense of the word. But he has been invited to be 1 of 5 to 12 children of varying ages from different families who are to spend a summer in an old farmhouse with an adopted "Aunt" and "Uncle." There they will have a chance to experience all the fun of living and working in a big family that shares all of the responsibilities of life on the farm.

These children, and the situations described, represent many different types of camping and outdoor experiences which are now available in some part of the United States, frequently on an experimental or pioneer basis in the case of the newer forms. However, compared with the number of school children who could profit by camping and outdoor experiences, too few boys and girls have had the thrill of a day, a week, or a summer spent in the out-of-doors.

Such a program is too much to attempt.

It is something extra.

We do not have the facilities.

It would be too expensive in money and time.

We doubt the importance of it.

We do not know enough about the outdoors ourselves.

We do not have and do not know where to get trained teachers or leaders.

It would be possible to examine each of these statements and to show that the objections can be overcome by school people who have ingenuity, resourcefulness, and creative imagination. The illustrations that will be offered show how schools in various sections of the country have made beginnings toward developing an interest in camping and outdoor experiences on the part of both children and parents.

It is important that school people, parents, and other citizens recognize the part that camping and outdoor experiences can have in the total program of the school. All these persons as individuals and groups can play an important role in helping schools to move from a traditional program to a program which more nearly meets the needs and interests of boys and girls, both from the standpoint of the facilities that are used and the nature of the learning experience.

Persons in the field of camping education have pointed out that although a few school buildings have been built which break with tradition, on the whole the set-up of rooms and facilities has remained comparatively unchanged over a long period of years. In theory, we school people subscribe to objectives and curricula which call for a much more flexible environment for learning. Such a school setting should be the goal of teachers and parents and school boards. Increasingly, it is necessary for an evaluation to be made of the curriculum by use of such a yardstick as: "What is the best place to learn things that are educationally worth while?"

As Dr. L. B. Sharp has well said many times, and in many ways and places, "That which ought and can best be taught inside the schoolroom should there be taught, and that which can best be learned through experience dealing directly with nature materials and life situations outside the school should there be learned."¹

Camping and outdoor experiences provide an ideal opportunity for practicing democratic living. Schools can and should provide such experiences in classrooms, on playgrounds, in any part of the school building, or in other facilities provided for children, but the outdoor environment demands such practices. There is a genuine need in our Twentieth century civilization to give boys and girls experiences with the realities of life. As one writer sees it, the shortcomings of present school practices in this respect "... point again to how the school is conditioned by the culture that surrounds it; to the

¹ Sharp L. B. Outside the Classroom. *The Educational Forum*, 7: 361-68, May 1943.

need of the teacher to understand and participate in the improvement of that culture, and to the necessity of the teacher to try in his more direct teaching efforts to use all his resourcefulness in making school life as genuine as possible. Constantly he needs to ask: How near to sources can children come in satisfying their needs for food? Purchase it? Cook it? Grow it? How near to satisfying their needs for clothing? Purchase it? Keep it clean? Repair it? Make it? How near to shelter? If old enough, can they help build some part of it? Understand the water, gas, electricity supply and keep them in condition? Make furniture and repair it? Help in housekeeping?"²

Planning, sharing, discussing, evaluating are essential parts of camp living as they are of good educational practice in the classroom. A program in nature study and science can get off to a much better start if boys and girls under guidance have their eyes opened to see the out-of-doors as a resource in studying and solving problems in this area. Certain of the basic points for emphasis in the social studies—food, clothing, shelter, and man in relation to his environment—have to be practical rather than theoretical problems, in their outdoor setting.

There are some who would say that elementary school children are too young for camp life. Children of primary school age, however, can participate in day camp experiences and older boys and girls are at the stage where they engage in endless activities for which they need proper guidance. Camp is the place where many such activities are readily available to small groups or to individuals. The situation itself makes possible the give and take that should characterize good teacher-pupil relationships.

* * * * *

The sum total of these arguments for camping and outdoor activities in the school program are: These experiences can (1) help to bring about reexamination of current curriculum practices; (2) provide a natural and realistic environment for learning; (3) develop in simple direct fashion the practices of democratic living.

² Snyder, Agnes. Individual Differences and an Era of Peace. *Childhood Education*, 21: 292-97, February 1945.



PLANNING AND ANTICIPATING ARE HALF THE FUN!

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Types of Camping and Outdoor Experiences

THERE IS A WIDE RANGE of experiences that might be classified as camping and outdoor activities. The term is broad enough to cover a variety: day camping, over-night, and week-end trips during the school year; summer camps sponsored by schools; extended camp experience during the school year, and the farm school or camp. Every community and every school will have to decide on the basis of its resources and its needs what form camping and outdoor education will take for its children. Each school may begin in a different way. In this bulletin, a series of illustrations are offered to demonstrate the fact that school programs which include some form of camping and outdoor experience are practical, and actually in use somewhere in the United States today.

Day Camping as a Summer Activity

Day camping is an easy way to start an interest in camping and outdoor experiences on the part of teachers, children, and parents. They can easily see it as a type of program which calls for resourcefulness rather than for an extensive outlay of funds; which can draw upon personnel in the form of teachers, parents, high-school and college students, members of churches and other organized groups, such as the Girl Scouts or comparable organizations.

Reynold E. Carlson defines the experience as follows: "Day camping is an organized outdoor experience in group living conducted on a daytime basis." Starting with this thesis, he summarizes many factors which any group planning a day-camp program will want to consider. He points out that camping is a way of living in relation to the out-of-doors and from this draws the logical conclusion that it is the spirit of adventure in which the activity is carried on rather than a special place, a bus for transportation, or a ready-made shelter which will make the program successful. He cautions that unless programs satisfy this major requirement of the spirit of adventure, and also possess a certain amount of continuity, they may have little value.

* Carlson, Reynolds E. Day Camping *The Camping Magazine*, November 1945.

He would not include modifications of the day-camping idea such as: summer activity program, day program, play group, in-town program, day-care, stay-at-home club, excursions, picnics, overnight camps, day-of-camping and day trips. For purposes of this bulletin however, no strict line has been drawn to exclude such activities. Mr. Carlson makes specific suggestions for the program itself—activities, evaluation and appraisal, administration, facilities, leadership, health and sanitation, and community responsibility. A more extensive and detailed source of information on day camping is "The Day Camp Book."⁴

Early Efforts of Girl Scouts

The Girl Scouts gave early emphasis to day camping, beginning their program about 1921. This portion of their camping program has expanded until in 1941, 1,293 day camps were reported with a total of 107,299 campers and staff members who attended camp 4 days or more. Many of the publications of this organization contribute significantly and in a practical way to planning and conducting camping experiences. *The Day Camp Book* is filled with helpful suggestions which have developed out of the effective work of the Girl Scouts.

However, it was World War II which gave impetus to day camping as a summertime activity in the program of extended school services and of day care for children of working mothers. It was highly desirable that children of school age as well as children under 6 should be as well cared for during the summer months as they had been during the school year. Such day camps were sponsored in a variety of ways: by school systems or by schools in cooperation with recreation departments, or by other public or private agencies and organizations.

New York City Pioneers

In the summer of 1934, New York City public schools in cooperation with other agencies decided to try out what they called "new methods of education" by organizing "day-outing camps."⁵ During that first summer, four camps were opened, the number increasing to seven the following year. Approximately 4,000 children a day had the opportunity for this experience. The board of education sent the children from the summer play schools already in operation, made arrangements for transportation, and supplied lunches. However, every child who was able was expected to pay the small sum of 8 cents for his lunch. The children were sent from the play schools 2 days of each week until August 16 when the play schools closed and all children went to

⁴ *The Day Camp Book* (Planning, Administration, Program Activities). New York City, Girl Scouts, Inc., 155 East Forty-fourth Street, 1942. 126 p.

⁵ Dryden, Mrs. Maude L. *New York Tries Out New Methods of Education. Recreation.* 30: 58-61, May 1946.

camp every day. Activities were so planned that boys and girls had opportunity to continue in the camp environment interests begun in play school.

In planning and developing the program, special care was taken to see to it that the activities chosen were suitable for the out-of-doors. There was no ready-made equipment, but children had access to natural materials from which they could make needed tools, utensils, or equipment. The explorers' group, for example, gave children real opportunity to make collections, to carry on experiments, and to learn about the out-of-doors at first hand through experiences such as telling time by the sun, noting weather signs and making predictions, measuring distances, and trail making. One of the especially valuable contributions was the setting up of a "demonstration camp yard" in each camp. All kinds of camp fires were demonstrated. Bird baths, feeding stations, sun dials, weather vanes, "tin can" fireplaces were all developed in various forms. Two native American Indians assisted in this part of the program. It was the feeling of those working with the program that children were helped to develop many interests such as that of out-door cookery which could be carried over into other summers and other settings.

From this experience with day-outing camps came many suggestions for promoting interest, for selecting proper camp locations, for anticipating transportation problems, for noon lunches, and for the program itself. This project, which involved cooperation of schools with other agencies, was both helpful and suggestive to school systems interested in establishing day camps during the wartime years. Other programs that have significance for school people have been reported to the Office of Education from Ithaca and Saratoga Springs, N. Y., and from Milledgeville, Ga., and Essex, Conn.

A Laboratory School Explores the Possibilities

A program in day camping which had a number of unusual features was that sponsored by the principal and teachers of the Lanning Demonstration School at New Jersey State Teachers College, Trenton, N. J., during July and August 1944.⁶ The principal states his recipe for a worth-while camp experience by listing the following ingredients: 60 elementary children, 4 teachers and a principal, 10 acres of woods, and the barest minimum of camping equipment. The staff was interested in discovering what educational experiences are exclusively the result of outdoor living. From the standpoint of teacher education they were interested in learning what kinds of activities any school system might attempt. They limited their plans accordingly. With these goals in mind, the staff developed a modified day-camp program operated for a period of 6 weeks. The camp site was located on the college campus. Children and teachers themselves had the job of making a 10-acre tract of

⁶ Donaldson, George W. *Living and Learning Outdoors. Extending Education, National Camp, Life Camps, Inc., vol. 2, No. 1, March 1945.*

woods into a camp site. A significant feature was the fact that not only children but their teachers and their parents all had a part in planning and carrying out the project and in evaluating it. Local industries contributed scrap lumber. Parents visited the camp to help in various ways or to participate for the fun of it.

There were two 3-week periods of camping, with children aged 8 to 10 attending the first, and those aged 11, 12, and 13, the second. Children lived in groups of eight with a teacher-counselor, boys with boys and girls with girls. Four camp sites were located on the 10-acre tract out of sight of each other so that each group might carry on its own program of living as a family unit without being dependent upon other groups. They prepared their own food, and constructed their own shelters, tables, benches, and shelves, all in the period from 8 a. m. to 5 p. m., 5 days a week. Education came in a very practical way through solving real problems of real living. Every child had an opportunity to spend 2 nights in camp during his 3 weeks' experience.

As each new group arrived in camp, they were thrown into a real learning situation. Assembled were the minimum items of equipment necessary for practical outdoor living. Facilities for cooking had to be planned, food had to be stored, meals cooked, toilet facilities provided, and other pressing problems solved. Children with the help of their teacher-counselor had to decide what was to be done first and who was to do it. After the problems of daily living were more or less solved the children during the first few days had an opportunity to explore their environment by taking all-day hikes or trips on which they collected nature specimens or other materials. One group of girls took an overnight "bike hike" for which they had to do careful advance planning. A group of boys spent a week's time in making an old farm wagon over into a covered wagon. In their case, the job involved moving their camp in order to be nearer their work. They, too, had realistic planning to do before they had a shelter in which they could spend the night.

At the close of this experience, boys and girls, their parents, and teachers helped in making an evaluation of the learnings all had gained. Together they classified the evidences of child growth under the four headings of health and health habits, socialized experiences, work experiences, and science experiences.

The initial outlay for this camp venture for 60 children, which included the canvas needed for tents, one storage building, and a well with a hand pump, cost less than \$1,000. This was considered the initial outlay on which the group could build in future seasons.

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The programs described under the umbrella of "day camping" have the characteristics of being informal, adaptable to large or small groups and to many types of environments, and able to draw upon all kinds of resources in

the form of persons, places, transportation, activities, and methods of financing. Persons planning such programs have been more concerned with what is happening to boys and girls, than with developing day-camping experiences that conform to a definition. Consequently there resulted a better understanding of the types of outdoor experience which could be drawn upon in a variety of ways in the year-round program; a realization that resources exist within every community for conducting such programs; and that both teachers and children respond in practical ways to the problems of outdoor living.

Day, Over-Night, and Week-End Camping During the School Year

A number of schools, particularly those associated with teachers colleges, have been interested in camping and outdoor experiences as a part of the regular school program. Such activities have been carried on chiefly by teachers who have received encouragement from supervisors and help from other members of the college staff.

Terre Haute Begins a Program

At the Laboratory School of Indiana State Teachers College,¹ the day-camp experience came as a culminating activity in a second grade. The teacher had in mind a number of purposes which such an experience might promote, especially the opportunity for parent participation. In February 1944, a plan got under way to secure the interest and cooperation of parents and to work with the college camp committee and students in science, home economics, and physical education. The college faculty camping committee first made a trip to the proposed site; then the classroom teacher and the physical education instructor took to the site a number of students who were to act as counselors to the children and there discussed procedures and practices, built fires, and did some experimental cooking. They then felt ready to take a small group of children to the spot for a similar experience.

On a Saturday in May a small group of children whose mothers were able to go went with the student counselors and the teachers to the site for a day of camping. Through this experience, it was felt that the way had been paved for a successful day-camp outing for all 35 children in the room. The 7 children who reported on the Saturday trip aroused the interest and enthusiasm of the whole group. The children were next divided into small "families" of 4 or 5, each with a counselor, with whom they planned a nutritious lunch which could be cooked over an open fire. They discussed the building of a fire that would burn and how to cook foods without utensils. Since they planned to rest after eating they decided that each one should bring a blanket. The science teacher discussed with them how to "stalk" birds,

¹ From a statement prepared by Mrs. Mary Alice Banks, Acting Director, Department of Home Economics.

how to look for wild flowers, and how to protect wildlife. The children who had gone on the Saturday camping trip reported that girls should wear slacks and heavy shoes. The physical education teacher discussed the building of latrines which would be needed for a day in the open.

Each child brought his bus fare and traveled as a member of a group to the camp site, leaving at 8:30 on a Saturday morning on the school bus. Some of the parents were in the group. Upon arrival each "family" set up an individual camp. They had to select a suitable place which was dry and had a clearing for a fire. Some groups had to clear away the brush in order to set up the camp. All had to gather dry wood and green sticks for cooking over the open fire. "Family" members divided up jobs among themselves. One helped with the building of latrines; another went to bring drinking water; while others prepared for the cooking of the food. Some groups had better luck with building fires than others. Some "families" were a little late in getting their food cooked, but they had shared in the experience with all its problems and successes. Next came a rest period, following which the children divided into small groups for nature hikes. After a day full of activity, children were reluctant to leave when the school bus came for them.

The result of this day's experience can be evaluated from a number of angles. It provided for the cooperation of various departments of the college, as well as cooperation of parents with the school. College students recognized that they were working with children in an experimental situation. They were given an opportunity to study some of the children with their parents. Teachers felt that they were able to show parents how an outdoor experience could be made educational. The children gained a number of learnings which would have been difficult to provide in a classroom. They learned that it was necessary to care for their own needs by their own efforts. They did not eat that day until they had not only prepared their food by cooking but had built the fire, too. They gained many science experiences at first hand, that were much more real and vital than those from the pages of a book, or from within the four walls of a classroom.

Examined from the standpoint of these various values such a day-camping experience could be profitably planned not only for a single occasion but for a series of days throughout the school year. This program demonstrated that with careful planning, second-grade children could profit greatly from a day in the open.

Program at Ellensburg

In the far Northwest, at Central Washington College of Education,⁸ children enrolled in fifth, sixth, seventh, and eighth grades have looked forward throughout the school year to a day and a half of camping experience

⁸ From an account prepared by Amanda Hebel, director of teacher training.

which has been a regular feature of the summer session since 1930. This camping period has been organized and carried through as an educational experience for boys and girls, and as a means of encouraging elementary pupils of these grades to attend the summer session. Children are organized into three camping groups spaced throughout a week's time. The location of the college lends itself to this type of camp experience. About 20 miles from town is a Camp Fire Girls camp which provides facilities for a wide variety of camping activities. There is a forest ranger station 2 miles from camp. Each year the children make friends with the forest ranger, who discusses with them fire prevention, forest conservation, and safe camping.

The camp experience is an integral part of the summer school program, since it is planned and carried out with genuine educational values in mind. From the beginning of the session "going to camp" is the goal of all the children. Student leaders assist and come to know children in a different environment from that of the classroom. Children help to plan the details of daily living at camp. This includes camp organization and daily schedules. Children themselves plan in advance to get information from the forest ranger about fire permits and learn how to have the water supply tested. Each camper must plan clothing and equipment to take with him. In addition, each camper has a schedule of responsibilities for the time that he is at camp. Each group attending camp works out cooperatively a list of rules and regulations. Furthermore, the group selects some special feature of the environment for its own study, which continues after they return to school. Forest conservation, wildlife conservation, geology of the area, and national parks and forest are some of the topics that have been selected. Having such a problem helps them to develop an appreciation of the natural resources of the Northwest.

Each year after the return from camping, an evaluation is made which is useful when the time comes for planning for the following year. Parents have a definite part in planning the program and their signed permission is necessary for the child's attendance since the school has no liability insurance for accidents. Costs are provided for through summer school fees, camp fees, and sales of various types.

A description of a comparable program carried on with sixth-grade children at the laboratory school of Ohio University, Athens, Ohio, is on file at the U. S. Office of Education.

Rural Children Go Camping

In northern Michigan,⁹ a rural school teacher had access to a family hunting cabin on a 40-acre site which was a wonderful source for the first-hand study of nature. Some of the boys in the group and the teacher converted a small log barn into a bunk house. They made the beds and springs, and

⁹ From a statement by Lt. and Mrs. Joe Schinboud.

built the chimney. Then the place was felt to be ready for a real field trip. Each week-end thereafter during the school year, a station-wagon load of children went to the cabin. One week, the girls went with a chaperon and the teacher. The next week the teacher and the boys took their turn. A youngster earned his place in the group by showing application to work and special interest in observation and appreciation of the natural world about him. Those children who went were entirely responsible for their own food and bedding and the members who made up a group got together and assigned tasks so that everything went smoothly. When snow made the entire trip by car impossible, the station wagon was left at a farm three-quarters of a mile from the cabin and the group pulled the supplies on sleds the remainder of the way.

The main cabin had a kitchen, and a huge living room with a fireplace. There the group sat and told stories while the ones who had agreed to cook supper were busy in the kitchen. There was no special program since the group was small and the activities were spontaneous with the children themselves. Some wanted to be out-of-doors and others to stay in beside the fire and make things. Leather and wood, looms and knitting needles, material for doll clothes, and some natural materials were available for use. Completed examples of handcraft were displayed on tables and shelves in the room. Some children learned for the first time that nuts, bark, and other natural materials would lend themselves to crafts.

Saturday was the big day—trails in the snow, birds and trees to be identified, a trip to the river, a ride on the water, perhaps a little fishing. Weather permitting, cooking out-of-doors and exchanging experiences around the camp-fire were pleasures to be shared. Children's reactions to this informal experience appeared monthly in the school-newspaper, *The Plainfield News*, where boys and girls reported sights, sounds, smells, fun, all the business of living for a brief week end in a way that seemed to take one back to the days of the pioneers.

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These experiments in day, over-night, and week-end camping during the school year have much the same objectives in outdoor education as do day-camping programs. But the approach is more informal, the relationship of pupil, teacher, parent is more evident, and the tie-in to the school program more emphasized.

Camp Experience of a Week or More

A number of schools have made their camping ventures through some type of planned summer experience for boys and girls. Frequently, schools have obtained the cooperation of various community agencies in making summer camping a possibility. Illustrations may be cited from various parts of the country.

Los Angeles Long-Time Program

Reported in *Education for Victory* (June 20, 1943), is the Los Angeles camp program for children and young people ages 12 to 16, available during the summer months. The camps are an outgrowth of the efforts of the city's public-school authorities for the past 20 years. Children are taken to and from the camps in school busses and spend a 6- to 8-day period there. School playground directors make selections on the basis of the child's inability to secure other camp experience, and on his citizenship qualities. Costs are low—\$2 to \$3 per week and each child puts in some worktime each day in part payment for his keep.

New York State Programs

Stimulated by interest in the New York State program, which is later to be described, the schools of Catskill, N. Y.,¹⁰ began in 1941 a day-camp program which was designed to lead to a year-round type of camping activity for which there is now some provision. At Catskill, the camping site was given to the school by a public-spirited citizen. It is designed to be used by the community and is not limited to children's use. The superintendent writes that the camp site is used as a place to "go out from," a sort of home base where there are some facilities for storage. Frequently parents bring a picnic lunch for the family to that spot while the children are there. Everyone is admitted regardless of age or creed. The camp part of the program is operated for 6 weeks during the summer under the direct supervision of two physical directors. The Board of Education pays the salaries of these two persons, the music teacher, the nurse, the school doctor, the dental hygienist, and the agriculture and homemaking teachers, all of whom are employed on a 12-month basis. The cost of necessary equipment was about \$75. A large tent and overnight camping equipment were donated by persons who had gone camping in their younger days. The parent-teacher association and various service organizations in the community have cooperated in various ways in making this program possible.

All children in the community are welcome to attend the summer camp without payment of any fee. Food and personal items are brought from home. Fireplaces are built on the camp site each year by the children themselves for their own use in cooking. The program is flexible. An overnight hike, a "bike" trip, or a fishing expedition may be organized on a moment's notice.

A somewhat similar program was reported from Newark Valley, N. Y. Columbia City, Ind., operates a summer camp for boys and girls 8 to 15 years of age. Several Michigan towns and villages such as Cadillac have developed programs that fall under the heading of summer camp activities.

¹⁰ From a statement submitted by Maurice Hammond, superintendent of schools.



SOME EXPERIENCES THAT ENCOURAGE CAMPING

State Parent-Teacher Group Sponsors a Program

Still another camping project which seems to have special significance is that sponsored by the North Carolina Congress of Colored Parents and Teachers,¹¹ and located at the Rural Life School, Bricks, N. C., not far from Rocky Mount. During the 8 years of its existence, this project has provided for nearly 500 boys and girls. It has 5 full-time workers, 1 part-time nurse, and services of a doctor. During 1945, the 6 weeks' season was divided into

¹¹ Our National Family. Official publication, National Congress of Colored Parents and Teachers, vol. 10, No. 10, June-July 1946.

2 periods, serving 37 boys and 49 girls separately, at a total cost of \$500. Children ranged in age from 7 to 12 and came from 14 counties. The program included free play, games, and handicraft, making a useful article for the home, music, hikes, entertainment, campfires, movies, and Sunday school.

Camping in the South

Since 1938, the Atlanta, Ga., public schools, in cooperation with several groups and service organizations in that city, have been developing camp experiences which make it possible for a hundred elementary school children, alternating with a similar junior high-school group, to spend 1 week during the school year—in May or October—in a camping situation. Each of the six elementary schools concerned lends one teacher to the junior high school for its camp week. In return the junior high school lends two staff members, both men, while the elementary school is at camp. In attendance are those children who have shown an interest and whose parents are willing to cooperate. Previous to going to camp, pupils making the trip meet for discussion of the problems they will have to solve. Each child attending is required to present a health certificate. In addition to many activities typical of a camping program, children share in kitchen duty and in various other responsibilities.

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These illustrations show that some school systems have provided camping experience for children of elementary school age over a considerable period of time. A number of camps have ready-made facilities, but others start in a small way and season by season add buildings and improve the camp site. At the present time the camps charge fees, but the children may contribute work or food, and community organizations may underwrite all or part of the camp fee.

Extended Camp Experiences During the School Year

In two widely separated parts of the United States, experiments are going forward with year-round camping experiences tied into the existing school program. In Michigan, at Clear Lake and at St. Mary's Lake, are to be found the two earliest ventures. San Diego City and County Camp Commission in California is a comparatively new development with the same general objectives and type of program as in the Michigan projects.

Michigan Invests in Year-Round Camping

The story of Clear Lake camp goes back to 1940 when it was begun as a community school camp program by the W. K. Kellogg Foundation in cooperation with three Michigan communities. Those persons, with a dream about the possibilities of camping, adopted as their basic principle the idea that camp experiences should be an integral part of the community and

school program. The framework of the plan called for a precamping period, the actual camp experience, and a postcamping period. A detailed description is given of the various steps in the plan in an article, "A Community School Camp," by Hugh B. Masters of the W. K. Kellogg Foundation.¹² Each community organized a camping committee consisting of parents, teachers, and campers. These committees in each of the three towns participating did advance planning in their own communities, including a 3-day period in which leading representatives of various community organizations were invited to the camp to participate in the activities as a basis for understanding the program and its objectives.

The teachers had a precamping experience consisting of meetings in which various problems were discussed under the leadership of the camp counselor who also carried on discussions with children, since 90 percent of those going to camp in one community had never had any camp experience. During the camp period approximately 50 children with their teachers spent 2 weeks at camp engaged in a program with 4 chief emphases: Work experience, healthful living, time for leisure pursuits, and solving problems of social living. Details of each of these are offered in Dr. Master's article.

In that first year, as now, campers found many jobs as well as plenty of fun. It was made clear to children through discussion that there are some things which must be done whether we like to do them or not, and that there are other things which can be done if one wishes. Included in work experience is the whole management of the camp so far as care of dormitories and dining rooms is concerned. Other experiences give an opportunity for management of various enterprises such as described in the following paragraph:

"For example, a trading post has been developed, planned, built, and decorated, insofar as possible, by the campers. The trading post offers children an opportunity to become acquainted with the various kinds of work necessary in conducting a small business. Children serve as clerks, plan and buy in the wholesale market, do the bookkeeping connected with the articles purchased, and make inventories and audits. These tasks give real experience in the field of functional mathematics. Furthermore, taking care of a hundred pieces of mail a day gives the children the opportunity of examining the possibilities for work in this particular phase of civil service. Many of the campers have previously visited their local post office and learned from the postmaster the practices and procedures necessary in operating a small post office. Still another work experience is provided through a small bank which has been set up. When each camper arrives, he deposits his money in the camp bank and issues checks against his deposits. The keeping of a set of books for such operations affords real work experiences."

Near the end of the camp period the bank closes and the banker must return unexpended balances to those who have made deposits.

As a part of healthful living, children have an opportunity to participate in planning a balanced diet, planning a regime of personal cleanliness, par-

¹² Masters, Hugh B. A Community School Camp. *Elementary School Journal*, 41: 736-47, June 1941.

participating in a daily rest period which includes everyone at camp—counselors, teachers, students, as well as guests—for an hour and 15 minutes. Safety also is the watchword for such a large group of children who are away from their accustomed environment and who have been transplanted to a spot where new types of situations are bound to arise.

Leisure-time activities are innumerable. The ABC's of outdoor education as outlined in *Extending Education*¹³ include some 50 experiences possible in a 2-week camp period. Crafts are not taught for the purpose of developing skills, but represent an expression of a desire to create something or to meet a camp need. Only hand tools are available on the "building grounds" where all types of materials from the out-of-doors are available. Like a bright thread running through the whole program is the idea of simplicity, in making use of natural materials, in using the natural environment, and in considering each individual as a resource for learning.

In the field of social living, all the principles of living democratically, in both large and small groups, come to the fore especially when a group is together on a 24-hour basis. Incidents of the day, real experience of boys and girls in attempting to get along with each other are made the basis of discussion which leads to better methods of living and working together. When 25 persons sleep in a dormitory, it is necessary to talk over how to protect the rights of both the individual and the group. The care of public property and personal property is a genuine problem in a camp situation.

At the close of the camping venture in the first year, the same group that met in the precamping period evaluated the results of the experience. In this way, educational values were emphasized and heightened as a group of children went back to their own school classroom, and their teachers, parents and others in the community attempted to take stock of the values received. There was some interruption to this program during the war years, but it has been resumed on a somewhat different basis.

The Clear Lake camp is now carried on by the Western Michigan College of Education in cooperation with the W. K. Kellogg Foundation. They are in the third year of experimentation with the stated goal, "To determine the feasibility and worthwhileness of school camps and outdoor education as an extension of the public-school curriculum."¹⁴ Located near Dowling, Mich., the camp consists of 29 acres, including woods, a portion of a lake front, a lodge and cabins for campers, and a director's home and counselors' lodge. Nearby are various resources such as bird sanctuaries, reforestation projects, an arboretum, museums, and the various activities of a small community.

The fortunate fifth- and sixth-grade children who come to the camp are drawn from the laboratory schools of the Western Michigan College of Education, from the city schools of Kalamazoo, and from city, country, and village.

¹³ *Extending Education*. National Camps, Life Camps, Inc., vol. 2, No. 1, March 1946.

¹⁴ *Ibid.*

schools in three adjoining counties. The goal is to give every child of these grade levels an opportunity to be at camp for 2 weeks of the year. The cost to each child is \$5 per week, the schools providing the transportation. No child is kept away from camp for lack of funds since these are supplied when necessary by various community groups interested in camping as an educational experience.

The camp has a resident staff to cooperate with teachers who come with their groups. The size of the group averages 50 to 70 children for each 2-week period. At Clear Lake the staff consists of a director, assistant director, a recreation director with training in first aid and home nursing, an arts and crafts director and a director of nature exploration. The children meet a number of these staff members before they go to camp, when they discuss what they will take, do, see, eat, play, and make during the 2 weeks' period.

St. Mary's Lake camp, a short distance from Battle Creek, also owes its existence to the W. K. Kellogg Foundation. At the present time, it is leased by the foundation to a camp board representing the county schools, which operates the project. Like Clear Lake, this camp, too, is now operated as a 5-year experiment to establish the values of camping education and to serve as a demonstration for Michigan schools, as well as for schools in other sections of the country. This camp is used chiefly by the public schools of Calhoun County which send groups of fifth- and sixth-grade children to the camp for a 2-week period throughout the school year. One or more teachers from the public schools, preferably the children's own teacher, goes with them to camp.

The camp site includes about 25 acres, with wooded land and the section around the lake itself, available for hikes, exploration, cook-outs, and camp-outs. The camp staff includes a resident director, assistant director, and four counselors who contribute backgrounds in entomology, storytelling and dramatics, recreation, camp craft, woodmanship, counseling, and nursing. Children are housed in dormitory cottages accommodating 16 to 20 each, which are supervised by a teacher-counselor. There is a main lodge which serves as a dining room, as home base for various group activities, for indoor crafts in bad weather, and as a dormitory for the children during the winter months. The objectives, the activities, and the emphases are comparable to those of the Clear Lake camp.

One illustration may be used to show the relation of the camp experience to the school curriculum which children have left temporarily back in their classroom. As described in *Extending Education*,¹⁴ the study of local Michigan history is included in the sixth-grade curriculum. Because lumbering has played such an important part in Michigan history, the camp staff recognizes that their camp setting offers opportunity for experiences that will contribute to such an interest. Children watch eagerly and curiously while a

¹⁴ Ibid.

tree is felled. Then they have a chance to help in the successive steps of swamping, splitting, and cutting the wood into fireplace lengths. They have some instruction and some practice in the safe use of an axe, cross-cut saw, wedges, and sledge hammer. This is learning for a purpose, since their efforts help to supply wood for the fireplace which is the center of group activity on a frosty winter night.

The teacher who reads such an account as this can readily see how the experiences at camp can be used to stimulate the school program when children return to their classrooms. Children will pour out the story of what they did. Pictures will be drawn. Stories will be written for the school newspaper. Demonstrations will be given on the school grounds of how to split and cut wood, how to build a campfire, and how to put out a fire. Collections of tree bark and of stones will be placed in the nature corner and labeled. The method of recording and predicting weather used at camp will be adapted for use at school.

These are some of the many activities that can result from an experience at camp. How the teacher uses them depends upon what sort of teacher she is. She can accept these evidences of interest passively and then remark, "Let's go on with our real job of learning what we are expected to study in this grade." Or she can capitalize upon the activities to make learning more real and vital. Oral and written expression, including spelling and handwriting will show improvement because children have something to talk and write about that is based on experience. They can organize an issue of the school newspaper about the trip to camp, or if they have no newspaper they can initiate one. Children can write and illustrate a hectographed or mimeographed book which they can share with others. Reading can be broadened to include information on trees and rocks of Michigan, and of their own school environment. The many "doing" activities can be incorporated into the social studies program so that children carry on processes rather than *read about* how the pioneers tanned skins; dried fruits and vegetables; made soap, candles, and other necessities of living; how they braided rugs; enjoyed a sugaring off; held quilting bees and spell-downs; and made themselves self-sufficient in many ways. Art and music have a contribution to make in a number of these activities. For those who ask *how* camp experiences influence teaching and learning in the classroom, this is a partial answer. The teacher who is in the actual situation needs to analyze and explore the possibilities in terms of her own group of children.

These two camp ventures have special significance for school systems interested in vitalizing the total curriculum. The availability of facilities from the Kellogg Foundation have expedited such a program in Michigan, but do not make it an impossibility for other interested groups. These ventures in camping and outdoor education need to be examined in relation to the total program in Michigan still to be described in this bulletin.

Another Michigan ¹⁵ venture dates back 15 years. Designed for a junior high-school group, the general scheme and the activities described are also suitable for boys and girls of 13 and 14 who may be attending elementary schools, especially in small communities.

In 1931, the faculty of Tappan Junior High School decided that pupils should have the opportunity of studying their State by first-hand observation and experience as well as in the classroom. In order to make this possible a tract of over 200 acres of submarginal, tax-delinquent land about 175 miles north of Ann Arbor was purchased at a tax sale. Children, parents, and teachers earned the necessary amount by various money-raising activities. An interested parent provided an old truck on which shop classes built a box with stake sides. In this truck groups of about 30 students, accompanied by 2 or 3 teachers, began to make trips to the newly acquired property on which was erected a tar-paper shack for protection from the elements. For 9 years this site was used, but in 1940 a new site located on the bank of a trout stream, with plenty of room for expansion, was purchased.

In 1941 all trips to the camp ceased, the bus was sold, and Tappan pupils, parents, and teachers concentrated upon doing their part in the war effort. In the fall of 1946 trips to the camp were again started. Over 165 pupils out of an enrollment of about 415 went to camp. Five different groups went for 3-day periods each. Each group returned by Friday afternoon. Counselors are the regular teachers whose classes are taken by other faculty members who remain behind.

The camp is operated by the faculty camp committee, which plans the program, administers the trips, and evaluates the project with the help and approval of the entire faculty. A student committee helps with the care of equipment, promotes the project, and acts as a liaison group between the students and faculty. Parents provide financial support through the PTA as well as serve on a bus-and-camp committee that may approve the purchase of property, or a bus, or act in an advisory capacity. One teacher is the camp director in the sense that he prepares all groups for their trips to camp, and is chairman of the faculty camp committee.

The camp property itself is used as a base of operations . . . insofar as the total excursion is concerned. While at camp pupils work together in crews to gather firewood, cook, wash dishes, clean the cabins and grounds, and plan campfire and game programs. Some time is spent in studying the fauna and flora of the region, becoming acquainted with the local residents and community, and learning about the region itself.

Educationally, the camp project is a part of a broad excursion program which includes trips to many of the important cities and points of interest in southern Michigan at some time during the 3-year junior high-school period. A regular schedule of trips is organized for each grade. For the first 6 weeks of the fall semester all class activities in all grades are centered on the study of Michigan, its resources, people, industries, and geography, with the camp trips the center of such interest. In every class there are opportunities to build the curriculum around this idea. English classes read folklore, legends, poetry about early days in Michigan, loggers, trappers, lumber barons; music classes learn songs of the period or create new ones about the camp after the children return from

¹⁵ From a statement by Parker Pennington, camp director for Tappan Junior High School, Ann Arbor, Mich.

their trips; gym classes concentrate on proper clothing, exercise, folk dances, group games; home economics classes prepare diets, make up shopping lists, buy the food, check the orders, pack the supplies, and handle their own bills; general math classes keep the camp and bus expense accounts; social studies groups study the history of Michigan, its geology and geography, government, the type of people living in the region; art and science classes have numerous opportunities to develop new projects and acquire new learnings to enrich their curriculum.

The length of time during which this program has been in operation gives it special significance for schools interested in developing a similar program.

California County Projects Long-Range Plan

The San Diego City-County Camp Commission during 1946 turned over to school-age children in the public schools the facilities of Camp Cuyamaca, in the State park of the same name. Since 700,000 acres are to be available for year-round camping, various camp units in mountain, beach, and desert areas throughout the county will be developed. It is planned that every child from 5 to 12 will have an opportunity during the school year to spend 1 or more weeks at a community school camp, as each will be designated. During its first year of operation, 700 fifth- and sixth-grade boys and girls from 17 schools had this happy experience. The camp staff in the first set-up consisted of a director, a nature and science counselor, a vocational counselor, the nurse, the recreation counselor, the counselor in craft skills, the camp secretary, and a caretaker and his wife who supervise the camp trading post. Besides, there are a husband and wife who manage a stable of 20 horses so that children may learn horseback riding and may also go on journeys of discovery either on horseback or by covered wagon. Since the camp director was once associated with one of the Michigan camps, activities are comparable to those of the Michigan program. The cost of the week's experience is \$12, which includes use of the horses and a precamp physical examination. Transportation is also included in the cost.

The City-County Camp Commission did not develop in a few months' time. It is the result of long years of planning, hard work, and interest on the part of many individuals and groups of people who believe in camping as part of a liberal education. The commission, which is a five-member group founded in 1943 by ordinance in order to develop county camp facilities for children and young people, includes in its membership a county supervisor, a city councilman, two superintendents of schools, and the president of the district parent-teacher association.

In other parts of the country, there are under way efforts on the part of county, city, and village school systems, to utilize facilities made available through the disposal of war assets, in order to develop camp programs for school children. To the extent that schools themselves are community centers, parents and other citizens will be drawn into the activities from an

educational point of view. Such camps will, in effect, serve as demonstration centers of camping programs as a part of every day living, on a year-round basis including the summer months.

Farm Schools or Camps

In a recent issue of *Extending Education*,¹⁶ "Cap'n" Vinal suggests, "a start toward the out-of-doors can be made by discovering and visiting a family that is living the good life rather than on a mere subsistence level."

Bridge Farm, an Experiment in Farm Living

Perhaps an idea of this sort may have been in the back of Mrs. Houdlette's mind when she made available to the American Association of University Women, "Bridge Farm"¹⁷ built more than a hundred years ago on the crest of a hill in Maine. As Associate in Childhood Education at the National Headquarters of the A. A. U. W., Mrs. Houdlette was interested in the educational values of country living for children of today. Although this is not a public-school venture, it has educational significance.

The farm is really an old-new setting because it combines for use a cellar with apple bins, an old-fashioned cook stove, a brick oven, a huge dye pot, a hearth with crane and kettles, a flax wheel, and candle molds with an electric stove and icebox, an electric pump, modern sink, and cupboards. Although children use the house, they have for themselves the little and the big bunk houses in the ell and in the made-over carriage house. For each of three summers recently, there has been a family group of 5 to 12 children, 5 to 12 years of age, living at Bridge Farm. There are two older "sisters" of college age whose work has made them interested in children, and two adults called "uncle" and "aunt" who are the adopted father and mother of the group. At Bridge Farm the goal is to teach "beginnings of responsibility in a setting of simple living where various ages join together as doers of the work that is necessary in maintaining life."

Democratic home and family living is the watchword whether it be bed making, house cleaning, dish washing, farm work, gardening, or caring for the milk. Of course, there is time, too, for getting out to play, drawing, painting, going for flowers, building boats, playing games, making a nature collection, resting, and reading poems and stories. A schedule of duties is made out cooperatively during the week. It is lettered on a large white cardboard with little paper pockets opposite each activity. Each week, each child slips his name into the pocket opposite his job or jobs for the week.

¹⁶ Vinal, William Gould. Curriculum Guide for the Out-of-Doors. *Extending Education*, vol. 2, No. 1, March 1945.

¹⁷ Houdlette, Harriet Ahlers. Bridge Farm—Adventure in Living. *Journal of the American Association of University Women*, 39: 199-204, summer 1946.

These include:

Volunteer Jobs

Care of milk:
Morning.
Evening.
Making butter.
Making cottage cheese.
Little house animals.
Fixing flowers.
Supplementary baking.
Working in the garden.
Sunday night supper.

Daily responsibilities

Make beds—straighten bunkhouses.
Straighten drawers.
Hang clothes.
Collect laundry.
Clean bunkhouse.
Keep bathroom neat.

Household

Morning:
Table service.
Assistant dietitian.
K. P. duty.
Noon:
Table service.
Assistant dietitian.
K. P. duty.
Evening:
Table service.
Assistant dietitian.
K. P. duty.

Farm

Morning:
Getting cows—assistant milker.
Care of animals.
Evening:
Getting cows—assistant milker.
Care of animals.

The description of the way in which children live and learn at Bridge Farm is worth reading in detail for the techniques suggested in developing democratic group living. This type of experience gives a modern child opportunity for broadened education as he contributes his share to everyday living. Patterns have not been set in developing projects which bring children close to the out-of-doors. Searching is going on in different measure in all parts of the country, in the attempt to provide farm-living experiences for children. It is said that there are some 15 such ventures being carried on in various parts of the United States. Since these are still in the process of development no specific information can be made available.

Battle Creek Schools Operate a School Farm

The school farm has many possibilities for introducing boys and girls to outdoor living. Michigan is fortunate in the many opportunities afforded children by public-spirited citizens. Battle Creek public schools received an 80-acre tract of land as part of a trust fund left by one of its citizens for use by public schools.²⁸ The farm has been operated by the fifth- and sixth-grade children for the past 5 years.

Forty acres of the farm are planted in oats, 12 acres in garden, 10 acres in cover crops (the soil in this 10 acres is being built up by soil-building crops to prepare for garden next year), 3 acres in pine and spruce seedlings, a half-acre shrub nursery, 4 acres in pine and spruce trees about 6 years old, and the balance in alfalfa. There are small observation patches of farm crops common to the area.

²⁸ From a statement by Philip Blough, Elementary Science Supervisor, Battle Creek, Mich., May 1936.

and a few of plants not grown here. The farm program begins about the 15th of April and ends in November.

There are three buildings on the farm: The barn, the lodge, and the covered outdoor fireplace. The barn is used for housing tools, equipment, and produce; the lodge contains two classrooms; and the fireplace room serves as an outdoor classroom.

Some of the larger animals are loaned by nearby farmers and others are contributed by interested townspeople. Following is a list of last year's farm animals: 2 cows, 1 horse, 2 goats, 2 pigs, a mother cat with 4 kittens, 10 ducks, 15 chickens, 4 pheasants. All of the fowl were hatched at the farm by setting hens. . . .

Six hundred twenty-one fifth-grade pupils from 13 elementary schools are operating the school farm this year. They are transported to and from the farm by school busses and spend one-half day per week there. The entire group participates in the program in the spring and fall. Those who are interested and who do not have vacation conflicts may participate in the summer program. Our past experience indicated that about 30 percent of the children are in the summer program.

The fifth-grade children are primarily concerned with gardening and forestry. They receive instruction both at the farm and in their classrooms. They prepare the soil and plant the garden in the spring, care for it during the summer, harvest it in the fall, and preserve some of the food for winter use. Children are allowed to take home, free of charge, most of the produce grown. They also care for young trees and shrubs in the nursery and transplant many of them in the spring and fall to their school grounds. This year children are planting a small orchard at the farm. As the trees develop, it is hoped to carry on some interesting work in grafting.

The blind children from Ann J. Kellogg Special Education School, under the supervision of their teacher, who is also blind, are planting a small garden. They are transported by private cars and spend every afternoon at the farm.

High-school biology classes are planning to visit the farm during the spring and fall to test soils, carry out soil experiments, study plant diseases, collect and identify insects, study birds and other animal life, and work in other areas connected with outdoor biology.

Children from early elementary grades make short visits to the farm to see the gardens and the animals. Fifth-grade children act as guides for these groups and show them interesting happenings they might otherwise miss.

The farm staff consists of a farm supervisor, a farm teacher, a practical gardener, and the teacher who accompanies each group of children.

The fifth-grade children are divided into four groups and work under the direction of one of the adult members of the farm staff. Each staff member is responsible for a particular phase of farm work. The groups change leaders each time they come to the farm; thus making it possible for each child to have a variety of experiences and opportunities for learning.

Schools need not wait for a legacy in order to initiate a farm program. It would, no doubt, be possible for any group that was genuinely interested to work out a cooperative arrangement with a farmer near the town. It would be desirable for the whole school to participate in such a way the Future Farmers of America and Future Homemakers of America would have a definite responsibility in such a program. There is no set pattern to follow,

nor is a pattern recommended. Each program should be highly individual and adapted to the needs of the particular community. Ideally, there should be a farm family living on the farm.

Baltimore Substitutes Day-Camp School for Institutions

The Baltimore public schools¹⁹ have developed, as a part of their program for boys whose needs are not met by regular school work, the Highwood Day Camp School for Boys. The department of education was fortunate enough to own a house and some land in Catonsville. Highwood resembles a Maryland farm of the 1890's with its rambling Victorian house, with horses and cows, chickens and ducks, and farm equipment. Now in its ninth year, Highwood has developed a school program which is based upon giving the boys an opportunity to run the farm. They have an assortment of farm animals and birds, a garden, an 80-acre tract of farm land to care for, and the job of preparing their own noon meal. The boys raise livestock and poultry for the market, sell fruits and vegetables, invest their profits in the farm itself, do some building, and carry on all the activities that are needed to make a farm home a going concern.

The academic school part of Highwood is located in a building near the farm house. There is a wood shop and a metal shop, as well as classrooms for basic skills. Classes are small with 12 to 25 students working with each of 3 teachers. The total enrollment is between 60 to 65 boys drawn from the city at large and from the group who are termed "unadjustable." To be eligible a boy must be at least 11 years old. Most of the boys stay for a year, although some have remained for 2 or 3 years. The shift back to a regular school is made a gradual process with help and guidance of the visiting teacher and is usually to a vocational or occupational school. Approximately 85 percent of the boys who come to the farm school make improvement. Although the cost is slightly more than twice that for a regular elementary school program in Baltimore, it pays for itself in the salvaging of youngsters who would otherwise probably require institutional care.

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In educational magazines and other sources, one sees mention from time to time of the initiation of similar ventures for which it is hoped complete descriptions may be available as time goes on. The three illustrations offered here represent three distinct types of outdoor living, interpreted in the broad sense, which emphasize genuine educational experiences. Whatever form camping and outdoor experiences take, schools will want to evaluate the program from the standpoint of their contribution to the total growth and development of the child.

¹⁹ Chew, Anne E. Highwood Day Camp School for Boys. *Baltimore Bulletin of Education*, 33: 125-132, April-May-June 1946.

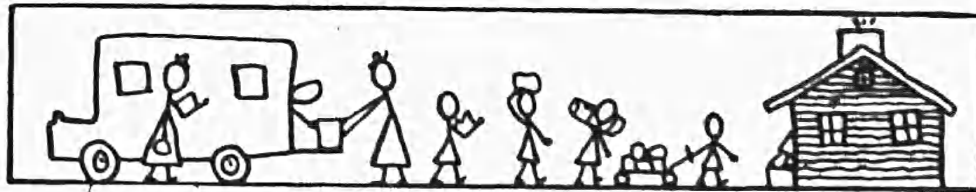
To Sum Up

These camp ventures sponsored by boards of education, school faculties, teachers colleges, parent groups, community organizations, or interested individuals working singly or cooperatively, show that there is no set way to establish camping as a part of a public-school program. In each situation, the particular resources in the form of camp sites, personnel, transportation, groups served, and funds available influence the nature and type of program.

Camping activities with which schools have been associated extend over a period of approximately 20 years. The investment of schools themselves has been in the form of time, ideas, staff, facilities, and equipment. The public, too, has made a similar investment in many instances. SITES have been purchased, borrowed, leased, received as a gift. STAFF has been largely made up of teachers from the school system, particularly in science and physical education, or the elementary classroom teacher. Teachers in training, persons in the community with camp experience, and others, willing to learn on the job, have assisted. Although the objectives stated by various schools are similar, the type of PROGRAM used to attain the objectives differs widely. There are frequent illustrations of the planned program with a fixed daily schedule, and a few which represent cooperative planning. In the former, many things are done for children; in the latter, children do things for themselves. In the first situation, a more traditional schedule of sports and crafts is likely to be emphasized; in the latter, activities which show the dependence of boys and girls upon their environment, is the order of the day. There is genuine need to crystallize thinking in answer to the question, "What is an educational experience in the out-of-doors?"

Other considerations developed in the descriptions of camp programs include provisions for HEALTH and SAFETY. Little mention is made of liability insurance in case of accidents at the camp or when children are en route. A number of reports indicate that parents' written permission is required for children's attendance at camp, and this may include a statement which frees the school from responsibility. This is an angle to be carefully considered. Frequent mention is made of provision for safe drinking water, proper toilet facilities, and preservation of food. TRANSPORTATION is usually furnished without cost or for a small fee. FEES are nominal and in most instances organizations in the community help to pay for those children who are unable to attend, or the opportunity is given to the child to do some useful work in part payment, or to supply food. No mention is made of projects through which children are encouraged to earn and save money for the trip to camp. Perhaps the time will come when every child will have the opportunity to go to camp without charge on a similar basis as he attends school.

Although no statement is made to this effect, it is possible to conclude from the reports given, that a camp program cuts across all subject-matter lines or learning experiences of the classroom, and gives all teachers an opportunity to unite in a program which has meaning and purpose both for them and for the children.



MAKE IT AN ADVENTURE!

3

Starting a Program in Camping and Outdoor Education

EVERYTHING must have a beginning. Camping and outdoor experiences are no exception. Many people consider camping as a summer-time activity which is expensive and which is limited to children of the wealthy or the well-to-do. To think of camping and outdoor experiences as the right of all children perhaps means a right-about-face; and to suggest that it is a logical and natural responsibility of the school immediately raises the question, "Where in the school program shall we place camping and how shall we go about developing a plan?"

Some illustrations have been offered to show what individuals and groups have done. But these are for the most part isolated instances and have resulted from the enthusiasm of some person who has had a vision, or from a combination of circumstances in a given community which has made available certain resources in the form of site or equipment, or both. Most programs have started from small beginnings and have grown slowly. They start with the premise that the experiences involved in camping and outdoor living are good for the child and the adult; that they supply a basic need and at the same time fulfill an educational purpose. Existing programs sponsored by various groups in the community such as the Boy and Girl Scouts, the Camp Fire Girls, the YMCA and the YWCA should be drawn upon for suggestions. These groups, should be invited to cooperate in the planning of camp programs so that there may be an integration of effort. The American Camping Association both through its national office and regional groups can be of assistance, also.

Camping Can Begin at Home

There is no set recipe for making a beginning except to say that it should be simple and natural. *The Girl Scout Leader* of about a year ago published an article entitled, "Camping Can Begin at Home."²⁰ Using this

²⁰ Gaudette, Marie E. Camping Can Begin at Home. *The Girl Scout Leader*, 22: 2-3, March 1945.

theme, let us take an illustration from Montevallo, Ala., in the laboratory school of Alabama College. A teacher of an upper-grade retarded group invited the children, numbering about 20, to a spend-the-night party at her home. Boys were housed in pup tents on the lawn, the girls improvising with the space at hand in the house. The teacher and the group discussed in advance what their problems might be, and planned how they would organize themselves for sleeping, what food they would have, how it would be prepared, what fun they could enjoy together, and what the individual and group responsibilities would be. When the party was over, they evaluated the results at school. Many of the children had an experience absolutely new to them, and the teacher learned to know her group as individuals in a way that had not been possible before.

Not everyone has a house to use as home base for such a pioneering effort as this. Miss Gaudette, in the article cited above, suggests that a group might experiment at home in cooking a one-pot meal that could be prepared out-of-doors later on; and experiment in making a bed roll and trying it out on the living room floor. "Nothing to do with camping," sniffs the honest-to-goodness camper with summers of experience behind him. But teachers can and should see the significance of such beginnings. Experiments can be made, too, to see how much equipment one can get along *without* and how much cooking can be done with a pan, cup, spoon, and bowl. These suggestions do not exhaust the possibilities. They merely point out that a teacher and her group must start somewhere; that there must be fun as well as real learning associated with the experience.

If there are children whose parents have taken them on a camp-out or cook-out, those experiences should be drawn upon, and the parents used as resource persons. There must be first of all cooperative planning for a day-camping excursion or a cook-out or whatever form the venture takes. Following the experience there must be cooperative evaluation of what was done well, what was done poorly, how improvement could be made, what learning took place, what activities were most fun.

Schools that are selecting an outdoor area should devise some type of ABC check list to make certain that the site has all the necessary requisites for a satisfactory experience. The list given here is a "Starter" for groups to build one of their own: Accessibility, free from fire hazards, nature resources, outdoor cooking facilities, privacy, swimming, transportation, water supply inspected, and year-round availability.

Needed Facilities and Equipment

Although facilities for camping and outdoor experiences may be obtained on the proverbial shoestring, there are, no doubt, schools which will wish to think in terms of a long-time plan so that with a small expenditure of effort at the present they can work toward an increasingly valuable program. A

number of methods have been suggested for obtaining sites: purchase of land, loan or acquisition of State lands, gifts from organizations or individuals, temporary use of private camps, use of school, county, State, and National forests or parks, or facilities made available by the War Assets Administration. It is entirely possible also that property might be rented. It may be feasible for a county system of schools to provide facilities which can then be used by any school within the county. Or a group of schools in a given area or region may combine to acquire facilities which can then be cooperatively used if careful planning is done. The descriptions of camp ventures presented in this bulletin have indicated the use of a number of these methods for getting started.

Assuming that by one or a combination of these methods a site has been obtained, practical school people will ask, "What is the logical next step?" Catherine T. Hammett, Camp Program Adviser of the Girl Scouts, has attempted to think through this problem with the help of her associates, putting herself in the place of a school administrator or teacher who wants to move forward step by step. The pages which follow outline her conception of a developing program. For such a program it would be highly desirable to have cost estimates, but these are not available in terms of present prices.

A Progressive Program of Outdoor Activities and Camping for Schools

How Do We Start?

GENERAL OUTDOOR ACTIVITIES.—Walking, games, nature, campcraft, skills, outdoor cooking, outdoor crafts. . . . Aimed to introduce outdoor possibilities and appreciation of out-of-doors; to teach skills, such as cooking, fire prevention; to build resourcefulness. Correlates closely with nature study and science.

Equipment needed.—Very simple tools such as knives, equipment for making leaf prints, cooking kettles, cups, cooking places which may be constructed by boys and girls. . . . Some fundamental books needed in campcraft, nature, and other fields.

Site needed.—Could be in a school yard, nearby parks, backyards, and woods. In rural school could be just outside school building.

Approximate cost.—About \$25 to \$30 would supply a good deal of equipment for use of one class at a time. . . . Could start with practically nothing or make use of what is at hand.

What Next?

ALL-DAY HIKES OR OUTINGS.—Would include the same activities as above but with more possibilities for planning by group of students. Would definitely include outdoor food, and tie in with current curriculum, such as going to see a quarry or a sawmill in operation.

Equipment needed.—Same as for general outdoor activities. Might include need for transportation by bus or other means.

Site needed.—Parks in outskirts, Natural History Museums, or selected sites possibly used for other projects. Reservations, sanctuaries, and other similar types.

Approximate cost.—Same as for general outdoor activities except for cost of food and transportation. . . . Materials for making hike kits might be included.

This Has Been Done

DAY CAMPING.—Camping by the day planned for a series of days. Children return to own homes at night, except for occasional overnight stays. Could be used on weekdays or Saturdays, or during vacations. Camp group is organized into definite small groups with continuing staff of leaders. Activities same as above, but planning by group more effective and concentration of activity better. Will take care of larger group of children from varied schools or classes.

Equipment needed.—About the same equipment as for two preceding types; such equipment available for each group or unit in camp. Some all-camp equipment such as first-aid kit. Calls for good staff of counselors. . . . Need for shelter from sudden rain or other inclement weather in many areas. . . . Need for place to put first-aid equipment and general program equipment at night.

Site needed.—Especially selected site, in wooded area with swimming, if possible. . . . Large enough area to permit organization into units or small groups with a home area for each unit. . . . Site would provide possibilities for good outdoor program.

Approximate cost.—Cost of site. . . . Cost of developing water supply, latrines, storage, shelter. . . . Some items may be borrowed from park department. . . . Cost of staff salaries. . . . Cost of simple equipment and tools for unit group.

An Easy Next Step

WEEK-END OR SHORT-TERM CAMPING.—Groups with adults go to an established place, such as a farmhouse or cabin for several days or a week end. Preliminary general activities and good planning by the group form the basis for this type. Need to plan equipment, food, housekeeping schedule. Program will depend on the site and the needs of the group. May be for study or practice of skills, may be for recreation, probably a combination of both. (The Girl Scouts recommends this type of camping for girls 10 years and older in groups not larger than 16 girls and 2 leaders.) . . . As a progression for advanced groups (high-school boys and girls) primitive camping for short terms, with group setting up own tent.

Equipment needed.—An equipped place with facilities for shelter, sleeping, cooking, and eating. Can be very simple, but must be adequate. . . . Probably will need supplementary heat for cold areas. For the South, or late spring and for summer use, may be tents. . . . May use tents and other equipment that can be transported to a site and set up by the group, or individuals may bring own tents. . . . There may be shelter, such as cabin, for storage of equipment.

Site needed.—May be a public forest preserve, a farm or any site with adequate housing. . . . Girl Scouts use part of their established camps for this type of camping.

This Is the Long-Time Goal

ESTABLISHED CAMPING.—Camps set up with living quarters, to house from 50 to 150 campers and staff, in units of 16 to 24 campers. Has resident staff of adults; campers come to camps, stay for 1 or 2 weeks or more. . . . Could be worked out for grades to attend with own teachers, supplementary resident staff.

- **Equipment needed.**—Complete equipment and facilities for living and program. Depends on climate, type of site. . . . May be built to accommodate groups in winter (as above). . . . Central camp building, such as dining room, kitchen, recreational hall, and small units for living as needed.
- Site needed.**—Good acreage in woods. Site should afford good outdoor possibilities, hiking, campcraft, nature, water sports. . . . Girl scouts recommend $2\frac{1}{2}$ acres per unit of 24 campers and 5 acres for center of camp, with access to other available land for activities, approximately 1 acre per camper.

Reference to Girl Scout Material for Basic Ideas

See *Day Hikes, Campcraft ABC's, Leaders' Nature Guide* for examples of general outdoor activities and all-day hikes or outings. See *Day Camp Book*, especially sections on organization, staff, budget, and program possibilities for day camping. See *Let's Go Troop Camping* for suggestions on week-end or short-term camping. See *The Established Camp Book* which has material on planning, building, equipping, and administering camps for 70 or more campers.

Based on the experience of the Scouts, a program of day camping would require provision for shelter—possibly a roof tree with open sides—an outdoor stove and stove shelter or several small primitive fire places, latrines and washing facilities, water systems and drains, plus miscellaneous equipment. For week-end and short-term camping the Scouts recommend a cabin built for year-round use, a unit outdoor stove and stove shelter, a wash house and latrines plus a drain, a safe water supply, and the necessary cooking and sleeping equipment. Established camping for longer periods of time requires more extensive facilities and equipment.

Perhaps some administrator or an interested teacher will see a possibility in starting with only such equipment as children could bring, keeping a diary record of all items of equipment as they are added, with the source of supply indicated together with the approximate cost. Such a record accompanied by an indication of problems encountered and the ways in which they were solved or left unsolved would be especially helpful to those who are planning ventures in camping and outdoor education.

Teachers Must Be Interested

Although enthusiasm and interest are big assets in developing a program in camping and outdoor living, there is no substitute for real experience in helping to make such a program a going concern. Teachers who have been Girl Scouts, Boy Scouts, Camp Fire Girls, or leaders of such groups, or who were fortunate enough to be sent to private camps as children, have

the advantage over teachers who are starting at the beginning. For those lacking in outdoor experience, efforts have been made to provide such opportunities.

National Camp Trains Teachers

Two types of programs for training teachers are under way in an ideal setting in northwestern New Jersey, where National Camp and Life Camps operate. One of these, begun in 1942, brought together 37 undergraduate students from the teacher-training institutions of New Jersey for a 10-day institute in the summer of 1943. With the students were nine faculty members from the same colleges who assisted the regular staff at the camp. Students represented a wide variety of backgrounds and all four college years. Because the National Camp program emphasizes small groups, each living in its own camp but having access to a central lodge, groups of not more than 8 or 10 lived together in rough shelters, each of which had its own kitchen area where some of their meals were prepared.

There they had an opportunity to work out cooperatively all the plans for their living arrangements, including overnight camping trips as well as the day-by-day routine. Every day of their experience gave them opportunity for exploring the out-of-doors under competent guides, spending time on various types of crafts and activities, and talking over what they had learned or what they wanted to learn. Evening usually brought a campfire and the sort of fun that goes with it. Campfire vespers, an Indian night, and a barn dance were other evening features. Each day broadened their experience in the form of trips farther afield which involved scouting, exploring, solving of problems, collecting of specimens, and using the map and compass.

As described in *Extending Education*,²¹ the New Jersey institutions are conducted cooperatively by National Camp and the Department of Teacher Education, State Department of Public Instruction, Trenton, N. J. Each institution agrees to send six students. Tuition of \$30 includes board, lodging, and fee for two points of undergraduate credit. Staff members from each college are paid extra salary by their institutions for the 10 days, since it is in addition to their regular schedule. Students are selected by each college and a variety of criteria are used in making the choices. Teachers from New York State institutions and their students were included in the 1945-46 programs of the institute. Students who have had this experience go back to their colleges with much more awareness of the possibilities of the outdoors and with a desire to influence teachers college staffs to provide in the curriculum a sufficient number of experiences for prospective teachers so that when they find themselves in the real teaching situation they can make use of camping with some feeling of ease and confidence of success.

²¹ *Teacher Education Outdoors. Extending Education*, vol. 1, No. 1, January 1944.

The second of the programs for training teachers is held in the summer. During the past several years, National Camp has offered also a 6 weeks' session for graduate students interested in camping. By arrangement with New York University the students are able to receive regular summer session credit toward advanced degrees, many of which will be in the field of camping education. Like those who attend the institute, this group also lives in small camp units.

Their daily program is also comparable to that of other groups except that it is more intensive and extends over a longer period of time. During these 6 weeks they have opportunity to observe and to work with children who are attending Life Camps and who, in a section of the camp all their own, set up little communities, each with 8 or 10 children under the guidance of 2 counselors.

Such a group is that made up of 11-year-old girls, for example, who are called the Trail Blazers. Their camp home is a covered wagon set down in a forest clearing, and enlarged by the addition of canvas extensions on either side, each of which shelters four cots and the necessary paraphernalia which any camper brings. A similar extension of canvas at the front provides living-room and recreation space. Just across the way on the camp site is a similar covered wagon which houses the counselors. Set up rather compactly within easy reach of the covered wagon, is a stone fireplace which the children built with the material left by a preceding group. Rough wooden tables and benches serve as their dining room. Cooking utensils and some food supplies are stored in the chuck box of the covered wagon. Girls of this age cook two meals a day and eat one in the "village" center which serves the whole camp. The girls themselves with the help of their counselors plan their menus in advance; have them checked by the dietitian; decide which meal of each day they will have at the village center; secure supplies at the village store; delegate tasks of cooking, dishwashing, and cleaning up to certain children for a week's time.

The girls are able to take trips in their covered wagon. They may plan a daytime and over-night excursion by packing up their equipment and having two horses hitched to the covered wagon which will take them to some entirely different part of the camp area where they will have to apply much they have learned during the time they have lived together (which is approximately 1 month). The small groups have opportunities to meet other groups for campfires and other planned activities. Graduate students who have the opportunity to observe and to participate with a group such as this have more than a superficial knowledge of how to get a camping and outdoor program under way with a group of youngsters.

Michigan Programs for Teachers

Clear Lake camp near Dowling, Mich., began operation under the sponsorship of the Western Michigan College of Education, in the summer quarter

of 1944,²² when an opportunity was given to use the W. K. Kellogg camp for a workshop in camping education and guidance. It is possible at Clear Lake camp to obtain graduate credit through a cooperative training program which involves living with school-age children in cabins for 24 hours a day during some part of the 4-week camp period for boys and girls. During this time, students had complete responsibility for the children. They wrote of themselves and their experience: "Reading about children as a whole is one thing, but living with them and being one of them 24 hours a day creates a much better learning situation than any from a book."

This group of eight persons used a precamping period to carry on discussions and to participate in many practical experiences, such as demonstrations of how to build campfires; pack duffle bags; pitch tents; and in planning, preparing, and cooking well-balanced meals over an open fire. The group spent a day discussing the aspects of over-night-camping experience. They learned through experience the difference between a lunch-out, a picnic-out, and a cook-out. Aspects discussed were: Where to go; how to get there and back; how long to stay (in terms of meals); when to go; the number going; what to take—equipment and food; and what to do when the group arrived.

As a result of their experience with boys and girls, they recommended a minimum of 7 days and a maximum of 10 days as a pretraining period. For the full period, the students enrolled paid the minimum charge of \$70 per person, including among other charges, a 6-hour tuition rate of \$35, plus \$5 required of graduates; or \$18, plus \$5 for undergraduates. Along with his own participation in adult activities and in the program for elementary children, each individual developed a problem of particular interest to himself through conferences and use of the library, supplemented by observation. At the present time, senior teacher-training students from Western spend 2 weeks of their directed teaching as counselors at the camp. An increasing number of teacher-education institutions have camps or camp facilities which students use for both educational and recreational purposes. Among these are Indiana State Teachers College at Terre Haute, and the State Teachers Colleges at Fredonia, and Cortland, N. Y.

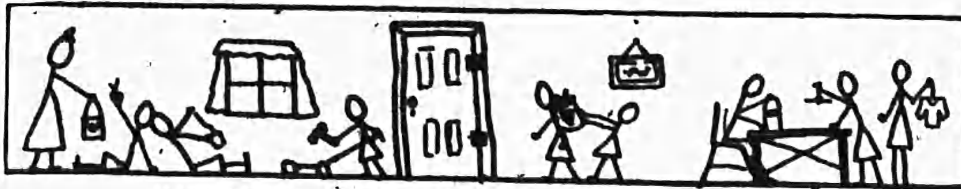
As long as 10 years ago, teachers in Grand Rapids, Mich., elected as one of their types of study projects an outdoor hiking group organized with the assistance of the supervisor of upper elementary grades. On one Saturday in each month a group of some 45 to 50 teachers, plus any others who were interested, but who were members of other study groups, made an all-day trip to the same nearby city park within easy distance of the town. They had the help and assistance of the local museum director and several teachers of high-school science. Each trip was planned to emphasize some one aspect of the out-of-doors, such as the collection of seeds

²² A College Campus Extends Its Borders. *News Magazine* [Western Michigan College], 2: 133X35, Summer quarter 1944.

and leaves in the fall, following animal tracks in the winter, collecting specimens of pond life in the spring, star study (on the one evening meeting) and other appropriate activities to fill in the series of nine expeditions.

Teachers did a great deal of learning on the spot, collected specimens and identified them, and had many of their unsolved problems put into words and in some cases solved. A picnic lunch, plus a hot dish cooked on outdoor stoves was part of the day. A committee representative of the whole study group brought together at the end of the school year significant findings to be shared among themselves as well as with other teachers in the school system. Perhaps the initial step in the field of teacher education with respect to camping and outdoor living may well be taken informally on the basis of a day's time. Eventually, however, a longer period with intensive study, discussion, and actual experience needs to be developed if this aspect of the curriculum is to be more than a sporadic or incidental influence in the total program of the school.

Other teacher-education projects have been sponsored by State departments of education and by colleges and universities.



MAKE EQUIPMENT THAT HELPS YOU TO BE A GOOD CAMPER

4

Future of School Camping and Outdoor Living

AT THIS POINT there is value in taking stock of developments in camping and outdoor education, and in attempting, by the use of creative imagination, to visualize what the possibilities are for this movement which is designed to lead boys and girls out into the open for those learnings which can best take place in such an environment.

National Camp Conference

In the summer of 1946, Dr. L. B. Sharp, Director of National Camp, invited a group of persons interested in education and in camping to attend a 3-day conference at the camp. Those who attended included representatives from the U. S. Office of Education, the National Education Association, State departments of education, universities, and local school systems. A recent issue of *Extending Education*,²² summarized the conference discussions and the work of committees, which were based on certain recognized issues in camping and outdoor education. These included "What is the place of outdoor and camping experiences in American education?" "How can camping and outdoor education be integrated into teacher education?" and "How can public support for camping and outdoor education be developed so it can be extended to more American youth?"

Committees discussed, argued, analyzed, summarized, and synthesized their ideas in answer to each of these questions. Highlighted under the first were the many types of desirable learning experiences which can contribute to the development of camping and outdoor living. These included gardening, farming on school or community farms, forestry experience, camping experience, day excursions, over-night camping expeditions, and travel experience with family or school-sponsored groups. Criteria, safeguards, and practical problems came in for attention under this first heading.

In answer to the second question, it was recognized that programs of teacher education have many pressures that are being exerted to modify the ex-

²² *Extending Education*, National Camp, Life Camps, Inc., vol. 2, No. 2, November 1946.

periences of both pre-service and in-service teachers. Emphasis was placed upon inducting teachers into actual camp experience by holding an institute in a camp setting. Through experience with agencies such as Girl Scouts, Boy Scouts, Camp Fire Girls, and other groups; through operation of camps for college students by colleges; and also by establishing camps for children to be used as observation and demonstration centers, the camping program can be brought to the attention of school people. For teachers in service there were proposed summer workshops or conferences with the camp as a setting; preschool planning sessions for the faculty of a school system at a nearby camp; 2-week camping periods for teachers during the regular school year; workshops in the school community featuring outdoor experiences throughout the year; opportunity for teachers to serve as apprentices in outdoor education; or any modification of these possibilities.

The biggest question of all was involved in the third issue, the development of support for camping and outdoor education. Such support is of both the financial and promotional types. It was felt that local communities, State departments of education, State and national educational groups should hasten to take steps and to coördinate their efforts to emphasize the values of camping and outdoor education as communities plan ahead for that "good life" for boys and girls who are growing up today.

In a bulletin of the U. S. Office of Education,²⁴ this statement is made: "It has been estimated that more than 50 school systems have developed camp programs to some degree as one of their educational-recreational activities." If this may be accepted as a beginning, then schools and school people have a long way to go in establishing camp programs.

New York and Michigan State Programs

Two States, New York and Michigan, have already given leadership in this important area. To quote from a Federal Security Agency bulletin²⁵ the picture is as follows:

Under recent legislation, Boards of Education in New York State may establish camps on land acquired by the school district through purchase, gift, grant, or devise, or land acquired otherwise by the school district for camp purposes.

The Desmond school camp bill passed in 1944 by the New York State Legislature authorizes school districts to appropriate funds to furnish education, physical training, recreation, and other instruction as the board may deem advisable for school-age children. A growing realization that education and outdoor living should be made available to all youth has led to an interest in school

²⁴ U. S. Office of Education, The Schools and Recreation Service. *Planning Schools for Tomorrow Series*. Washington, U. S. Government Printing Office, 1944. p. 46 (Leaflet No. 73).

²⁵ Bulletin Federal Security Agency, Community War Services, and War Manpower Commission. Region II, New York. vol. 2, No. 11, August 15, 1944.

camps developing rapidly in New York State. State teachers colleges have included camp training in their curricula for majors in physical education, health, and recreation.

The State of Michigan, with the support of the W. K. Kellogg Foundation, already has a backlog of experience with school camping. Individual school systems, too, even without such support have in that State developed programs mentioned in earlier chapters of this bulletin. The Michigan camping law described in a recent bulletin of the Michigan High School Athletic Association²⁶ is as follows:

In 1945, the Michigan Legislature (Enrolled Act No. 108) provided that boards of education, except "primary school districts," may operate and maintain camps; may charge a fee therefor provided such camps are operated without profit; may accept private contributions; and may conduct the camp on property not owned by the school, with the consent of the owner. The cost of such camp programs may not be included in determination of the per capita costs of the regular school program.

The present camping program in Michigan functions through the State Department of Education, under an Experimental Division of Health, Physical Education, Recreation, School Camping, and Outdoor Education. Interested school systems will want to keep their eyes on Michigan as they watch for further developments in a program which has significance for schools throughout the country.

No Vacations?

Schools of 1960 may well include camping as an essential part of the year-round program. In a recent article the United States Commissioner of Education, John W. Studebaker, stated some views²⁷ about school camps which to some, may seem revolutionary. Yet they need to be examined for their total implications for educational programs. Dr. Studebaker offers this suggestion to boards of education considering expansion of school plants:

1. Spend only three-fourths of the money you plan to spend on conventional city school buildings. With the other one-fourth build and equip school camps somewhere in the nearby country.
2. Discontinue the long summer vacation and divide the full year into four quarterly terms. Send one-fourth of the children between the ages, say, of 10 and 16 to the country camp school each quarter, while the other three-fourths attend the city schools as usual.

As an illustration he suggests that in a city with 4,000 children between the ages of 10 and 16, 1,000 of them might go to a school camp during each quarter of the year. The regular schools would operate for four quarters with 3,000 of the children in the age group indicated always in attendance. This would be a voluntary rather than compulsory program

²⁶ Bulletin Michigan High School Athletic Association, 22: 45-46, August 1945.

²⁷ Studebaker, John W., No More Summer Vacations? *This Week*, Apr. 21, 1946.

because some parents have other plans for their children. It would, however, give the child of today who lives largely in a mechanical world an opportunity to be put on his own to learn many things through first-hand experience and to have a better basis for interpreting textbooks through actual living and observation of the things we talk so much about and have so little opportunity to really live with.

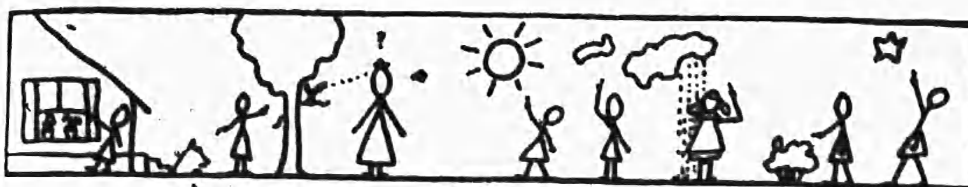
In Conclusion

At the present time it may be possible for city, village, and county school systems to secure sites, buildings, and other facilities for school, classroom, or other educational use, from the War Assets Administration. Such facilities may need to be adapted or modified for camping and outdoor programs, but in this cooperative undertaking children and young people can share.

School systems interested in such projects should investigate the possibilities in their own sections of the country. State departments of education can advise them of the appropriate regional offices of the War Assets Administration where information may be obtained concerning surplus real property, the necessary procedures to be followed for making application for property, and the policies and regulations in effect relative to possible educational discounts from the current market values of the property.

The future of camping education and outdoor experiences in the elementary school program or at any other level of the school is primarily the responsibility of school people. They must recognize the fact that there are many resources in the form of material, equipment, camp sites, and persons who may be drawn upon, in making such a program a cooperative venture in community living.

Acknowledgment is made to National Camp, Life Camps, Inc., for cover illustrations; for adaptations of line drawings by Marie Gaudette from *The Girl Scout Leader*; for content, to the *Girl Scouts, Inc.*; and to individual photographers for other photographs included.



NATURE IS NEAR AT HAND AT ALL TIMES—CAN YOU FIND IT?

5

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